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ABSTRACT

During the annual convention of the Illinois Vocational Association, a survey was conducted to determine perceptions about progress being made toward implementation of the Education for Employment (EFE) policy. Questions focused on four perceptions held by the EFE community about the needed changes: knowledge and awareness of expected changes; quality of changes being made; efforts provided to assist in making the changes; and the source of these efforts. A total of 311 attendees responded. Conclusions were as follows: (1) vocational educators have a positive attitude about the quality resulting from EFE; (2) they were not as informed or as involved as they should have been; (3) they are slightly insecure about their tenure after EFE is fully operational; (4) the level and accuracy of knowledge and information is not as it should be; (5) an undercurrent of dissatisfaction exists; and (6) local leadership is lacking. Actions were suggested for the Illinois State Board of Education, Illinois Community College and Board, and regional delivery systems. (After a five-page summary report, an analysis of information discusses the categories of items appearing on the survey and gives in narrative as well as tabular form results that show the ratings given to EFE by respondents. Answers to open-ended questions are appended.) (YLB)

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Progress Toward Implementation of the Education for Employment Policy (A Survey Report)

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ILLINOIS COUNCIL ON VOCATIONAL EDUCATION
1987-1988

This report is one in a series of 25 technical reports prepared to fulfill mandates of the Carl D. Perkins Vocational Education Act, 1984.

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TECHNICAL REPORTS
1987-1988

Technical reports of the Illinois Council on Vocational Education in this series designed to fulfill the requirements of the Carl D. Perkins Vocational Education Act, 1984 include:

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Report 2 DIALOGUE WITH EDUCATIONAL LEADERS: IMPLICATIONS FOR POLICY

Report 3 ADVICE TO THE PRIVATE SECTOR

Report 4 DISTRIBUTION OF VOCATIONAL EDUCATION FUNDS

Report 5 ACCESS OF TARGETED POPULATIONS TO QUALITY VOCATIONAL EDUCATION

Report 6 EVALUATING VOCATIONAL EDUCATION PROGRAMS IN ILLINOIS

Report 7 PRIVATE SECTOR INVOLVEMENT IN VOCATIONAL EDUCATION

Report 8 IMPROVING VOCATIONAL EDUCATION QUALITY

Report 9 ACADEMIC FOUNDATIONS AND APPLICATION OF TECHNOLOGY

Report 10 REDUCING THE LIMITING EFFECTS OF SEX-ROLE STEREOTYPING

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Report 16 ADEQUACY AND EFFECTIVENESS OF JTPA

Report 17 PERCEPTIONS WHICH AFFECT COORDINATION BETWEEN JTPA AND VOCATIONAL EDUCATION

Report 18 TECHNICAL COMMITTEES AND ILLINOIS CURRICULUM

Report 19 EDUCATION FOR EMPLOYMENT: WHAT'S WORKING? WHAT'S NOT?
(Public Hearings Report)

Report 20 PROGRESS TOWARD IMPLEMENATION OF THE EDUCATION FOR EMPLOYMENT POLICY
(A Survey Report)

Report 21 REGIONAL DELIVERY SYSTEMS: OPINIONS EXPRESSED BY BOARD MEMBERS AND ADMINISTRATORS (A Survey Report)

Report 22 EFFECTS OF THE ICoVE 1986-87 STUDY OF THE COORDINATION OF JTPA AND VOCATIONAL EDUCATION

Report 23 PERCEPTIONS RE: ADEQUACY AND EFFECTIVENESS OF CARL D. PERKINS ACT PROGRAMS IN ILLINOIS WITH IMPLICATIONS FOR LEGISLATION

Report 24 THE IMPACT OF STATE POLICY AND PRACTICES FOR EDUCATION FOR EMPLOYMENT

Report 25 CORRECTIONAL EDUCATION: A WAY TO STAY OUT (sub series)
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DATE: March 8, 1989

TO: Governor James R. Thompson
Illinois State Board of Education
Illinois Job Training Coordinating Council
Lauro Cavazos, Secretary of Education
Elizabeth Dole, Secretary of Labor

Purpose: Evaluate the Vocational Education Delivery System per the Carl D. Perkins Vocational Education Act of 1984.

In February 1988, the Illinois Council on Vocational Education conducted a survey at the annual convention of the Illinois Vocational Association (IVA), in Itasca, in which eight elements were used to design the report and its survey. Purpose of the survey was to determine perceptions about the progress of implementation and Employment for Education policy and administrative plan.

ICoVE believes that the report should be valued in a more positive mode because it was administered to the teachers and instructors who attended the IVA Convention and are generally involved and knowledgeable about education for employment.

Suggested actions are categorized in three groups:

- Illinois State Board of Education
- Illinois Community College and Board
- Regional Delivery Systems

It is the consensus of this Council that it would not be feasible to categorize the importance of any one suggested action, but that they be accepted and acted upon as a whole to strengthen Education for Employment in Illinois.

Enclosed are the findings, conclusions and suggested actions from the Illinois Council on Vocational Education.

Sincerely,

Mr. Ronald Borelli

Investing in People

An Equal Opportunity Employer

REPORT 20

ICoVE SURVEY REPORT

PROGRESS TOWARD IMPLEMENTATION

of the

EDUCATION FOR EMPLOYMENT POLICY

COMMITTEE MEMBERS
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1987-1988

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PREFACE

As one of its mandates set forth in The Carl D. Perkins Vocational Education Act of 1984, the Illinois Council on Vocational Education is required to evaluate the vocational education delivery system and the extent to which the system meets the purposes of the Act. More specifically it requires:

> ***State council shall -- evaluate ... the vocational education program delivery systems assisted under this Act, ... in terms of ... [its] adequacy and effectiveness in achieving the purposes of ... [the Act]. Section 112 (d) (9) (A)]***

The Perkins Act requires the Council to "advise the Governor, the State Board, the State job training coordinating council, the Secretary [of Education], and the Secretary of Labor of these findings and recommendations."

This report supplements other reports in ICoVE's series of Technical Reports in fulfilling the above mandate, particularly Report 20, Education for Employment: What's Working? What's Not?

Contents of this document report the perceptions of the vocational education community, particularly teachers/instructors and vocational administrators.

The Illinois Council on Vocational Education appreciates the efforts of those who took time to respond to the questionnaire and provide the council with the information.

ABOUT THE REPORT

The purpose of this report is to communicate results of a survey conducted by the Illinois Council on Vocational Education as part of its efforts to assess progress toward implementation of the Illinois State Board of Education's Education for Employment Policy and Administrative Plan. The survey was conducted during the annual convention of the Illinois Vocational Association.

This report focuses on how the Education for Employment community perceives:

- the quality of changes resulting from the Education for Employment policy,
- the efforts made to assist in making these changes by informing participants,
- who provides the assistance, and
- how knowledgeable participants are of the changes which are occurring.

Results are reported both as a composite and by the different groups participating in the survey.

The Illinois Council on Vocational Education (ICoVE) has undertaken several initiatives to assess progress toward implementation of the regional delivery system as outlined in the Education for Employment (EFE) Policy and administrative plan. One of these initiatives was a survey designed to evaluate changes reflected in implementation of the policy.

Design

Upon adoption of the EFE policy, the Illinois State Board of Education (ISBE) listed eight elements they believed would provide "Evident Impact" that implementation of the EFE policy and administrative plan had occurred. ICoVE used these eight elements to design and report its survey.

- Planning and delivering Education for Employment programs in cooperation with other schools in a geographic region;
- Evidence that academic, job seeking and attitudinal skills are incorporated into Education for Employment programs;
- Increased emphasis on program improvement;
- More active involvement of the private sector in local programs;
- Greater efforts to assess labor market and technological needs of the area;
- Expanded services for targeted populations;
- More efficient use of financial and human resources; and
- Outdated programs dropped or revised.

Purpose of Survey

ICoVE conducted its survey to determine perceptions about progress being made toward implementation of the EFE policy and administrative plan. The questions were designed to ascertain four perceptions held by the EFE community about the needed changes:

- Knowledge and awareness of expected changes,
- Quality of the changes being made,
- Efforts provided to assist in making the changes,
- Source of efforts to assist in making the changes.

Because the administrative plan for carrying out the Education for Employment policy had not yet been fully implemented, incremental questions were used to determine progress. Open-ended response questions were also included to solicit perceptions and changes occurring which might be in addition to the "evident impact" statements.

"Grading"

Using letter grades, participants were asked to grade questionnaire items to reflect their perceptions according to the following scale:

A Excellent
B Above Average
C Average
D Below Average
F Not Working
I Don't feel knowledgeable or Incomplete Information

Letter grades are used in this document to report the results.

Participants

The ICoVE questionnaire was distributed to those attending the opening session of the Illinois Vocational Association's (IVA) annual convention held in Itasca in February, 1988. The IVA is a professional association with membership including both secondary and postsecondary teachers/instructors and administrators. Survey participants were members of the Education for Employment community, including teachers/instructors, planning grant directors, local vocational administrators, teacher educators, and departmental chairs. Staff of the Illinois State Board of Education's Department of Adult Vocational and Technical Education also participated.

A total of 311 responded to questions on ICoVE's survey. They were distributed among subgroups as follows:

Percentage	Total Number	Subgroup
41%	126	Teachers/Instructors
9%	29	Department Chairs
8%	24	Vocational Directors*
12%	38	Administrators*
6%	19	Planning Grant Directors
7%	20	Teacher Educators
3%	10	State DAVTE Staff
14%	45	Other, or those not identifying themselves

*In several instances, vocational directors and administrators are combined for reporting purposes, total 62 or 20%.

Acronyms Used

AVC - Area Vocational Center
DAVTE - Department of Adult Vocational Technical Education
EFE - Education For Employment
ISBE - Illinois State Board of Education
IVA - Illinois Vocational Association
LMI - Labor Market Information
QAP - Quality Assistance Plan
RDS - Regional Delivery System
VIP - Vocational Instructor Practicum (Internship)

FINDINGS, CONCLUSIONS, SUGGESTED ACTIONS, AND RECOMMENDATIONS

Teachers and instructors who attend the IVA Convention are generally actively involved and knowledgeable about current issues and trends in Education for Employment. Therefore, the conclusions about how teachers and instructors perceive the quality of program changes and the efforts made to assist and inform them about needed changes reached from this survey are believed to show in a more positive mode than would have been from a sampling of all vocational education teachers and instructors.

FINDINGS

The statements following summarize information gathered on the ICoVE questionnaire which surveyed the vocational education community. The findings reflect their perceptions about the resulting quality of changes and efforts made to bring about necessary changes while phasing into the implementation of the Education for Employment Policy, including the regional delivery system.

- Teachers/instructors have positive perceptions of the changes resulting from and the efforts to inform them about in-service education activities, particularly the VIP and QAP activities.
- The Education for Employment community found value in the task list verification process, particularly the involvement of the private sector.
- Teachers/instructors and department chairs believe the private sector should be more involved and would prefer direct involvement with them, to involvement via administrators.
- Teachers and instructors would have preferred earlier involvement in the EFE policy implementation process.
- Teachers/instructors appear to be most receptive to information about change when it comes from their peers, as opposed to department chair or administrators.
- Department chairs are the most critical of the changes and the efforts to inform teachers and instructors of the changes resulting from EFE.
- Teachers/instructors and vocational administrators have the greatest similarities in how they perceive the EFE quality of change and efforts to inform about change of all groups. Their perception about expanding services to the targeted populations is an exception.
- The planning grant directors and state staff have the most positive perceptions of the changes and efforts, but are not as similar in their perceptions of the individual elements.

- Expanded services for targeted populations was perceived more positively by those who are traditionally more involved in planning than in implementing. This may indicate that expanding services to this group is still in the planning phase in most instances.

- Overall, the grades given to changes were average or above, but all changes received some very low grades.

- Teachers and instructors were positive about opportunities for secondary and postsecondary teachers and instructors to "get together" for sharing ideas, articulating programs, etc. The fact that articulation did not receive as high of grades as comments would suggest is probably because of the phase of implementation, e.g. it had not been fully implemented at the time of the survey.

- All respondents cited the updating of equipment and the development of student leadership skills as the least affected changes.

- Pockets of the Education for Employment community, particularly teachers and instructors, are not well-informed and have not been adequately involved in the EFE policy and required changes. Within the sample survey, approximately 10% were not knowledgeable enough to respond to questionnaire item 3.

- Planning grant directors appear to be the best informed, i.e. they indicated the least areas of insufficient knowledge.

- The efforts to inform teachers and instructors was generally viewed equal to or only slightly lower than the quality of the program change which occurred.

- The Education for Employment community is pleased with progress made toward articulation and planning within geographic areas, but have less positive expectations for the results.

- Most of the "grassroots" people, (i.e. teachers, instructors, department chairs) view meetings and dinners as an inefficient use of financial resources.

- Illinois vocational educators grade the overall impact of EFE initiatives higher than educators tend to grade educational reform nationwide.

CONCLUSIONS

ICoVE reached several conclusions regarding the perceptions of vocational educators who are involved in the process of implementing the Education for Employment policy and its regional delivery system. These conclusions follow:

- Illinois vocational educators have a more positive attitude about the quality resulting from EFE than teachers, nationally, have about the results of educational reform.

- Teachers and instructors were not as informed nor have they been as involved in the EFE process as they should have been.

- Overall there is a sense of positive perceptions for the quality of changes which have occurred, but skepticism exists for those changes not yet fully implemented.
- Teachers and instructors retain a slight sense of insecurity about their tenure when the EFE is fully operational.
- Many at the grassroots do not perceive the value of many processes that have been used to date. They communicate a belief that many processes could have been greatly simplified.
- Changes necessary for full implementation of the EFE will be expedited by participation of those involved or affected by the change.
- The level and accuracy of knowledge and information about the implementation process is not as it should be. Misinformation and lack of understanding by participants is hampering the process.
- Nearly all "evident impact" as identified by the State Board is beginning to appear in regional and local programs.
- An undercurrent of dissatisfaction exists. Part is attributed to the process, and part is attributed to insufficient knowledge and information.
- A belief exists that the process for implementing the EFE policy was not well-planned in advance.
- Many, particularly teachers and instructors, believe and are concerned that funds are not focusing on students.
- A large number view the process of implementation as a great deal of unnecessary hassle and paperwork.
- A lack of trust is emerging among the various groups in the EFE community.
- Those who have been well-informed and actively involved in the process have more positive perceptions regarding its success than those who have not been informed and involved.
- Teachers and instructors want excellence in EFE.
- "Local" leadership is lacking. Regional directors are not using the leadership available to assist with the efforts.

SUGGESTED ACTIONS

Based on the analysis of information gathered from participants in the survey, the Illinois Council is suggesting several actions it believes could enhance implementation of the Education for Employment policy. Some actions address state processes, others address ways to better acquaint the vocational education community with the process. These actions can impact the process.

THE ILLINOIS STATE BOARD OF EDUCATION SHOULD:

- Begin to shift leadership responsibilities to the regional system directors.
- Strengthen efforts to inform the Education for Employment community about expectations for the EFE and RDS.
- Review required processes to determine how these can be simplified.
- Involve teacher educators in a more active role of in-service education related to EFE and RDS.
- Continue to support labor market information.
- Seek financial resources to assist with requirements for implementing the EFE.
- Be alert for turf problems to arise when articulation agreements and resource sharing are to be fully implemented.
- Provide in-service education opportunities to help integrate academic education and vocational Education.
- Foster activities for leadership development through student organizations.
- Be certain staff is knowledgeable about what is happening in the field with EFE.

THE ILLINOIS COMMUNITY COLLEGES AND BOARD SHOULD:

- Continue to support and encourage implementation of the articulation agreements.
- Encourage instructor participation in in-service education activities, particularly the VIP.
- Perform a leadership role in continuing the development of technological awareness.
- Encourage instructor involvement with the private sector, particularly labor.
- Provide leadership and cooperation for expanding services to targeted populations.
- Continue joint activities with secondary personnel.

THE REGIONAL DELIVERY SYSTEMS SHOULD:

- Continue to strengthen initiatives to inform teachers and instructors about changes necessary for EFE. Give them a more active role.
- Use program advisors as leaders to help keep teachers and instructors informed.
- Continue coordination and cooperation with community colleges.

- Exert leadership among programs and institutions within the region.
- Seek leadership from personnel within the region to assist with communication and implemenation.
- Work with community colleges for joint in-service education activities for teachers and instructors.
- Assist teachers, instructors, and local administrators to become more actively involved with the private sector, particularly labor.

RECOMMENDATIONS

The Illinois Council on Vocational Education recommends that the Illinois State Board of Education should:

- Continue the Education for Employment Policy as adopted by the Board and work to improve the implementation process in such a manner as to assure that it is fully understood by the local, district, and regional levels.
- Work to develop leadership within the secondary regional delivery system and community college districts in an effort to transfer "ownership" of the EFE policy and administrative plan.

ANALYSIS OF INFORMATION

KNOWLEDGE AND AWARENESS OF EXPECTED CHANGES

Persons participating in the ICoVE survey to assess the progress being made to implement the EFE policy and administrative plan were asked to grade their own knowledge of the procedures, as well as the knowledge of others. Overall, they graded their "own knowledge" a B+ and the "knowledge of other vocational educators" a B-. Each group graded their own knowledge higher than the "knowledge of others."

The tables below show the percentages of each grade given by the various responding groups and the grade averages of each.

Own Knowledge

Question: GRADE your own level of knowledge related to the Education for Employment regional delivery system procedures.

	[Percentages Given] A	B	C	D	F	Average Grade
Teachers/Instructors	26%	44%	20%	6%	4%	B
Vocational Directors/Administrators	51%	28%	18%	2%	2%	B+
Planning Grant Directors	70%	18%	6%	4%	0%	A-
Department Chair	26%	48%	15%	4%	7%	B
State Staff	70%	10%	10%	10%	0%	A-
Teacher Educators	37%	37%	16%	5%	5%	B
Other	25%	38%	27%	10%	0%	B

Knowledge of Others

Question: GRADE the knowledge of other vocational educators as it relates to the Education for Employment regional delivery system procedures.

	[Percentages Given] A	B	C	D	F	Average Grade
Teachers/Instructors	11%	32%	38%	16%	4%	C+
Vocational Directors/Administrators	15%	47%	27%	9%	0%	B
Planning Grant Directors	12%	65%	18%	6%	0%	B
Department Chair	4%	15%	48%	26%	7%	C
State Staff	22%	44%	33%	0%	0%	B
Teacher/Educator	10%	32%	47%	5%	5%	B-
Other	11%	26%	45%	18%	0%	C+

Insufficient Knowledge

Participants were asked to give the grade "I" to those questions they believe their knowledge to be "incomplete" or if they "don't feel knowledgeable." They were asked to grade changes in the programs they teach or administer. Participants working with EFE from a state perspective, i.e. state staff, teacher educators, were to grade programs with which they have worked directly.

% OF RESPONSES INDICATING INSUFFICIENT KNOWLEDGE TO RESPOND	GROUP	RANGE PER ITEM
10%	Teachers	5% - 22%
3%	Planning Grant Directors	0% - 5%
2%	Vocational Director	0% - 5%
4%	Administrators	0% - 11%
13%	State Staff	0% - 30%
8%	Teacher Educators	0-20%
7%	Department Chair	3% - 14%
14%	Other	8% - 31%

Involved and Informed

Generally, respondents believe themselves to be knowledgeable.

Open-ended questions on the questionnaire asked for two EFE-related activities perceived as deserving an "A" grade and two deserving of an "F" grade. From these responses, it is apparent that teachers place a high level of importance on being involved, thus informed. Responses further suggest that the majority of teachers believe they are informed and have been involved. Some would have preferred being informed earlier in the process. There appear to be scattered "pockets" of teachers who continue to be either left out of the process or minimally informed.

A's were given to activities that involved teachers, thus an opportunity to become informed. Barriers to becoming involved or to other means of becoming knowledgeable of the procedure were viewed as actions deserving of F grades.

Examples of activities believed to cause teachers to be involved and informed:

- Bringing people together, teacher involvement (40% gave A's)
- Task list process (39% gave A's)
- Teacher in-service (32% gave A's)

Examples of needed activities to involve and inform teachers which did not occur:

- Communication (15% gave F's)
- Teacher involvement, informed teachers (10% gave F's)
- Teacher in-service (3% gave F's)
- Accuracy of information (3% gave F's)

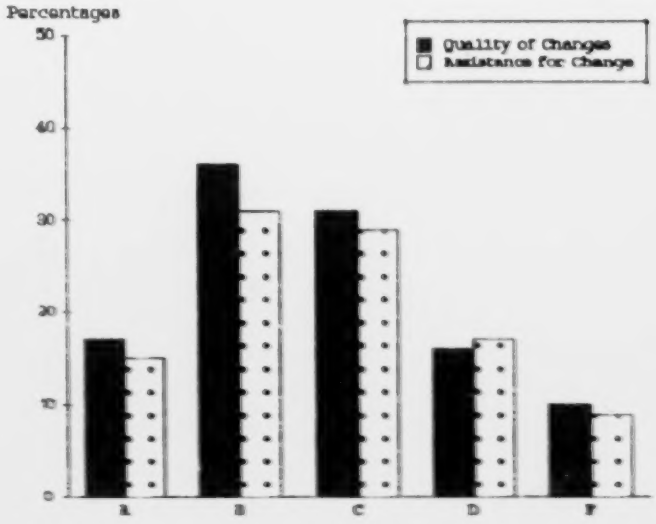
QUALITY OF PROGRAM CHANGE AND EFFORTS TO ASSIST

Seventeen items describing program changes that had either occurred or were anticipated to occur as a result of the Education for Employment Policy were included. Participants were asked to "grade" the quality of these changes. Using the same list of program changes, the efforts of the region to provide information or communication to help make the changes were also graded by the respondents. (For changes and efforts see list on page 11.)

QUALITY AND EFFORTS COMPARED WITHIN RESPONDING GROUPS

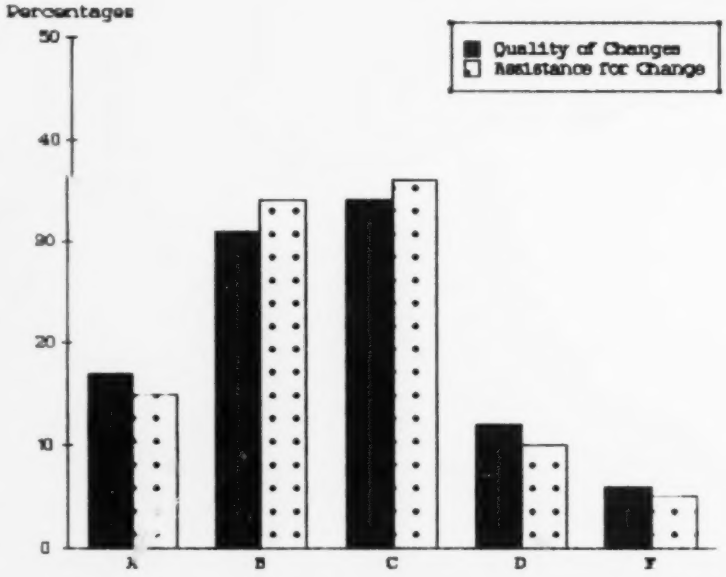
For the most part, teachers/instructors gave higher grades to the quality of changes made than to the assistance they were given in making the changes. This group gave a higher percentage of low grades than any of the other responding groups. Teachers gave about the same percentage of A's and B's as the administrator/vocational director group, but substantially fewer than given by the planning grant directors.

Teachers/
Instructors



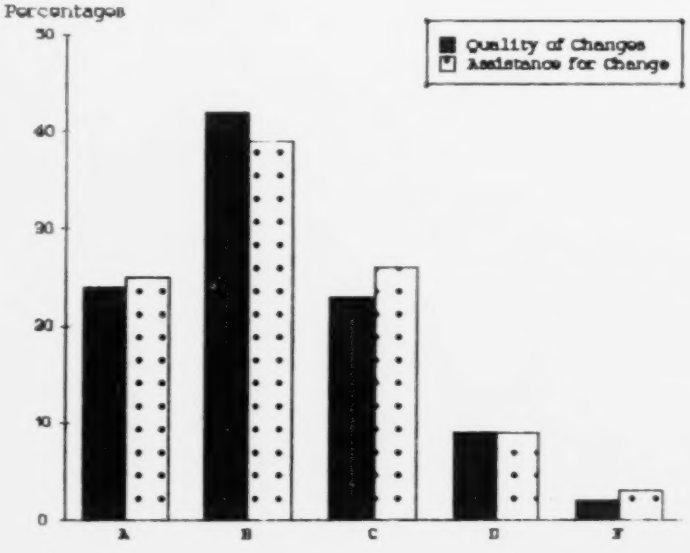
Administrators/vocational directors graded the assistance provided for making changes, as compared to the quality of change, higher than did the teachers/instructors and planning grant directors.

Administrators/ Vocational Directors



Planning grant directors gave 64% A's and B's, compared to about 50% and 49% A's and B's that were given by the other two groups. They gave very few low grades. Grades given for quality were similar to those for assistance.

Planning Grant Directors



QUALITY OF CHANGES GRADED AND RANKED
(Composite of all Groups)

Grades given to the quality of the program changes were averaged and placed in rank order.

Rank Order

Grade Average	Numerical Average	Rank	Change
B	2.03	1	• Upgrading Teacher/instructor work experience (VIP)
B	2.08	2	• Participation in in-service or QAP activities
B	2.20	3	• Incorporating "employability skills" into the program
B–	2.35	4	• Use of employer verified task lists for curriculum revision
B–	2.40	5	• Overall attention to program improvement
B–	2.46	6	• Use of current instructional methods and materials
B–	2.47	7	• Expanded services for target populations
B–	2.51	8	• Awareness of technological needs
B–	2.56	9	• Awareness of LMI needs
B–	2.63	10	• Planning programs with other schools in the region
B–	2.65	11	• Articulated programs between secondary and postsecondary
C+	2.71	12	• Involvement with the private sector (labor, employers) such as advisory councils
		[TIE]	
C+	2.71	12	• Articulated programs with others in the region
C+	2.84	14	• Academic skills integrated into Education for Employment program
C+	2.86	15	• Sharing of programs/courses with other schools in your region
C+	2.94	16	• Updated and current equipment
C	3.17	17	• Strengthening leadership development opportunities through vocational student organizations

Program Content and Instruction

Changes receiving the highest grades were related to teacher in-service education and program content. All of the top six ranked items related to these two areas. Evidence that EFE is

making an impact, according to ISBE, would be indicated by these two conditions:

- "evidence that academic, job seeking and attitudinal skills are incorporated into Education for Employment programs," and
- "increased emphasis on program improvement."

Regional Planning and Delivery

Ranking in the lower half of grades given for the quality of program changes were those items related to regional planning and delivery. The evident impact being sought by ISBE is:

- "planning and delivering Education for Employment programs in cooperation with other schools in the geographic region"

The five related questionnaire items (planning with other schools, articulation, private sector involvement, integration of academics into EFE) ranked 10, 11, 12 (tie), 15.

Because, at the time of the survey, only the planning and not the delivery of programs had been implemented, this is a reasonable ranking and suggests credibility about how the participants viewed progress of the process.

Private Sector Involvement

The quality of program change assessed which read, "involvement with the private sector (labor, employers) such as advisory councils," received a C+ and ranked 12th. This item was seeking evident impact that there is-

- "more active involvement of the private sector in local programs."

The C+ grade raises some interesting questions. Two changes, upgrading teachers using internships (VIP) and the use of employer verified task lists were graded as B and B-. They ranked 1st and 4th respectively. Both of these changes had a high level of private sector involvement. Why, then, the lower grade for private sector involvement? Several possible answers may exist:

- The lower grading of private sector involvement may be that the questionnaire item included both "labor and employers" in the wording. Respondents may have lowered the quality of the grading because of the absence of one group's involvement, probably that of labor.
- The questionnaire item used the phrase, "such as advisory councils." Organized advisory councils, as historically known, may not have been the structure through which the VIP and task list verification changes were approached. Therefore, this may have lowered the grade.

- The EFE community may believe that although the private sector has been involved, its involvement has not yet reached the desired level. There was no criticism indicated for the quality of the involvement.

TEACHERS/INSTRUCTORS COMPARE QUALITY OF PROGRAM CHANGES WITH EFFORTS TO ASSIST

In 10 of the 17 items, teachers believed that the quality of changes and the efforts to assist making these changes are the same. In five instances, teachers graded the resulting quality higher than the efforts to assist. They believe the effort to assist is better than the quality of the change itself in two of the areas.

Equal Grading of Quality of Program Change and Efforts to Assist

Grade B

- Participation in in-service or QAP activities
- Upgrading teacher/instructor work experience (VIP)

Grade B-

- Use of employer verified task list for curriculum revision
- Awareness of technological needs
- Overall attention to program improvement
- Use of current instructional methods and materials

Grade C+

- Sharing of programs/courses with others in the region
- Integration of academic skills into EFE programs
- Articulated programs with others in region

Grade C

- Leadership development through student organizations

Quality of Program Change Graded Higher Than Efforts to Assist

Grade B-

- Involvement with the private sector (assistance grade = C+)
- Awareness of LMI needs (assistance grade = C+)
- Incorporating "employability skills" into program (assistance grade = C+)
- Articulation of secondary and postsecondary programs (assistance grade = C+)

Grade C+

- Updated and current equipment (assistance grade = C)

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Efforts to Assist Graded Higher Than Quality of Change

Grade B

- Planning programs with other schools in the region (quality grade = C+)

Grade C+

- Expanded services for targeted populations (quality grade = C)

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IMPACT OF PROGRAM CHANGES

This section aligns questionnaire items with each of ISBE's eight "Evident Impact" statements. The composite grade received by each questionnaire item is shown. In the discussion following, variations in grading by participant groups are discussed and information from open-ended questionnaire items related to the topic are included.

EVIDENT IMPACT: Planning and delivering Education for Employment programs in cooperation with other schools in a geographic region.

RELATED QUESTIONNAIRE ITEMS: Grade the quality of each of the changes made, or anticipated, (resulting from the Education for Employment Policy) as it relates to or impacts the programs you teach. (Administrators: respond as a composite for programs you administer.)

- Planning programs with other schools in your region. . . . . .Grade Received B-
- Sharing programs/courses with other schools in your region . . . . . .Grade Received B-
- Articulated programs with others in the region . . . . . .Grade Received C+
- Articulated programs between secondary and postsecondary . . . . . .Grade Received C+

Planning and Delivery

The range of average grades given by the different participant groups for the four questions is shown below:

Planning programs - High: B+ (given by planning grant directors) Low: C+ (given by department chairs and teachers)

Sharing programs - High: B+ (given by planning grant directors and vocational directors) Low: C (given by department chairs)

Articulation within region - High: B+ (given by planning grant directors) Low: C (given by department chairs)

Articulation between secondary and postsecondary – High: B (given by department chairs and planning grant directors) Low: C+ (given by teacher educators, state staff and teacher/instructors)

The average grades given to the four questionnaire items when asked to grade the effort to inform and assist the region with cooperative planning and delivery of programs were similar to those given the quality of the results. The only difference was that assistance provided for planning received an average grade of B as opposed to the B- given the results.

A grade average ranking of the seventeen questionnaire items, ranked the five items concerning program planning and delivery 10, 11, 12 (tie), and 15.

Responses given when asked to cite two results they would grade as A and two results they would grade as F generated "A's" from 23% of the respondents for articulation between secondary and postsecondary programs.

Bring People Together, Goal Setting

Although not directly related to "planning and delivering programs in cooperation. . .," two other categories receiving A's contribute indirectly to "planning and delivering programs in cooperation . . .." These included:

- 40% bringing people together, teacher involvement
- 32% goal setting

Barriers to Planning

Responses related to "planning and delivery of EFE programs in cooperation with others in the region" that should receive grade F included:

- 12% for the planning process
- 10% teacher involvement
- 8% coordination and cooperation among schools in the region
- 5% program loss and program expansion
- 3% reduction in teacher positions, and
- 3% for articulation.

EVIDENT IMPACT: Evidence that academic, job seeking and attitudinal skills are incorporated into Education for Employment programs.

RELATED QUESTIONNAIRE ITEMS: Grade the quality of each of the changes made, or anticipated, (resulting from the Education for Employment Policy) as it relates to or impacts the programs you teach. (Administrators: respond as a composite for programs you administer.)

- Job seeking and other "employability skills" incorporated in Education for Employment programs . . . . . .Grade Received B
- Academic skills integrated into Education for Employment programs . . .Grade Received C+
- Strengthening leadership development opportunities through vocational student organizations. . . . . .Grade Received C

Employability Skills	The first of the three items, "job seeking and other employability skills," receiving an overall B grade, also received the third highest grade given to all of the seventeen items assessed. Six of the groups awarded B's to the job seeking and employability skills item. Two groups, vocational directors and department chairs graded the item C+.
Academic Skills	A second question, "integration of academic skills into Education for Employment," earning an average grade of C+, ranked fifteenth. The "academic skills" item received C's from all groups except the teacher educators and state staff, they graded the item B–.
Leadership Skills	The lowest grade given to any of the 17 items was given to "strengthening leadership development opportunities through vocational student organizations." It received a C range grade by all groups and ranked 17th (last).
Efforts to Assist	Assistance received in making the changes equal the quality of change for two items. These were "leadership development" (C) and "academic skills" (C+). However, the quality of "job seeking and employability skills" changes received a B, but their perception of the assistance they received was slightly lower with a C+.
Program Outcomes	Responses to the open-ended question asking participants to list two results they would grade as A and two results they would grade as F, did not surface additional insight. Three percent of the respondents sighted program outcomes for an F grade.

EVIDENT IMPACT: Increased emphasis on program improvements.

RELATED QUESTIONNAIRE ITEMS: Grade the quality of each of the changes made, or anticipated, (resulting from the Education for Employment Policy) as it relates to or impacts the programs you teach. (Administrators: respond as a composite for programs you administer.)

- Overall attention to program improvement. . . . . .Grade Received B-
- Updated and current equipment . . . . . .Grade Received C+
- Participation in in-service education or QAP activities . . . . . .Grade Received B

Program Improvement	"Overall attention to program improvement" received an average grade of B- and ranked fifth in overall grades. Grades given by the various groups ranged from an A- (given by state staff) to a C+ (given by department chairs). All other grade averages were in the B range.
QAP	"Participation in in-service education or QAP activities" had an average grade of B and scored the second highest grade average of all items. All participant group averages were in the B range.

Equipment

"Updated and current equipment" had a grade average of C+, placing it second from the bottom in overall grade average. One group, "others," graded the item with a B- average. All other group averages were in the C range.

Related Program Improvement Items

Additional factors, generally accepted as being influential in improving programs or characterizing quality programs, were included in the questionnaire. All had grade averages in the B range. Items included:

- updating teachers/instructors work experience
- use of employer verified task lists for curriculum revision
- use of current institutional methods and materials
- greater awareness of technological needs
- articulation between secondary and postsecondary
- increased awareness of labor market needs

A's to In-service and Articulation

In the open-ended response question, A's were given to teacher in-service by 32% of the respondents and to articulation between secondary and postsecondary programs by 23%.

Other A's given for activities related to program improvement were given by less than 10% of the participants, but are worthy of note. These included:

- funds for equipment
- private sector involvement
- availability and use of labor market information
- counseling services
- program evaluation

Few F's Given

Only 8% of all activities cited for an F grade in the open-ended response question were related to program improvement. These included:

- task list for curriculum revision
- equipment
- teacher in-service
- articulation
- program outcomes
- private sector involvement

Efforts to Assist

Grade averages given for efforts to assist were similar to the grades given for the quality of the changes. Efforts to assist with "in-service education or QAP activities" and "overall attention to program improvement" received grades in the B range, from all groups. Department chairs graded efforts to assist with "overall attention to program improvement," a C+.

The grade average for efforts to assist in providing "updated and current equipment" was a C by all groups except state staff, they graded the assistance B+.

Perceptions about the efforts to assist revealed a wide range of opinions which range from A-F. Some efforts receiving high grades also received very low grades. Information is inconclusive in determining if "concentration pockets" exist in which assistance

is not adequately provided or if the low grades represent isolated and scattered opinions.

EVIDENT IMPACT: More active involvement of the private sector in local programs.

RELATED QUESTIONNAIRE ITEMS: Grade the quality of each of the changes made, or anticipated, (resulting from the Education for Employment Policy) as it relates to or impacts the programs you teach. (Administrators: respond as a composite for programs you administer.)

- Involvement with the private sector (labor, employers, etc.) such as advisory councils. . . . . .Grade Received C+
- Updating teacher/instructor work experience (internship or VIP) . . . .Grade Received B

Private Sector Involvement

The questionnaire included two items about "private sector involvement in local programs." The first item dealt with involvement with the private sector in general. The second inquired about a specific activity involving the private sector, i.e. "updating teacher/instructor with work experiences (VIP, internship)."

Grading of the overall involvement of the private sector did not fair well. It received a C+ and tied in 12th place for overall grade average. B averages were given by teachers, planning grant directors, teacher educators, and "others." Remaining groups gave grades in the C range.

The internship program using private sector work experience received the highest grade average of all items. All groups gave the internship item a B or B+ except that state staff graded it an A-.

Employer Verified Task List

It should be noted that the "use of employer verified task lists for curriculum revision" also provided related information. It received a grade of B. Whether the grade reflects perceptions of private sector involvement or the concept of task lists is not known.

Efforts to Assist

The assistance given by the region in an effort to improve private sector involvement received an average grade of C+. Assistance given by the region in updating teachers/instructors work experience received a B.

A's and F's

In the open-ended response question, 6% of the individuals listed private sector involvement worthy of an A grade, 3% graded it as F.

EVIDENT IMPACT: Greater efforts to assess labor market needs and technological needs of the area.

RELATED QUESTIONNAIRE ITEMS: Grade the quality of each of the changes made, or anticipated, (resulting from the Education for Employment Policy) as it relates to or impacts the programs you teach. (Administrators: respond as a composite for programs you administer.)

- Increased awareness of labor market needs . . . . . .Grade Received B-
- Greater awareness of technological needs. . . . . .Grade Received B-

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Technology

The questionnaire divided this impact statement into two separate items. Both received an overall grade average of B-. "Awareness of technological needs" averaged only slightly higher than "labor market needs."

Labor Market Information

Five percent of the participants who gave A grades in the open-ended response items, graded the availability and use of labor market information as an A result, 1% graded it as an F.

Efforts to Assist

Participants graded the assistance from the region in identifying labor market needs as a B. They graded assistance in developing an awareness of technological needs as a B-.

EVIDENT IMPACT: Expanded services for targeted populations

RELATED QUESTIONNAIRE ITEMS: Grade the quality of each of the changes made, or anticipated, (resulting from the Education for Employment Policy) as it relates to or impacts the programs you teach. (Administrators: respond as a composite for programs you administer.)

- Expanded services for students representing targeted populations . . . Grade Received B-

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Targeted Populations

"Expanded services for students representing targeted populations" received a grade average of B- and ranked seventh among the seventeen items graded. Teachers, department chairs, and vocational directors gave the item C grades.

Efforts to Assist

For assistance provided by the region to expand services for targeted populations, an average grade of C+ was awarded.

From the open-ended response question, (i.e. listing results participants would grade as A and as F) two related areas received several A's:

- Meeting student needs, services for special populations 7%
- Increased access, program expansion 5%.

In the F grade column, 4% of the participants listed "student services for target populations."

Additional Question

An additional question asked:

Question: GRADE the efforts to make student services for targeted populations available, (i.e., single parents, handicapped, potential dropouts) in your region.

	A	B	C	D	F	Average Grade
	[Percentages Given]					
Teachers/Instructors	13%	26%	39%	14%	8%	C+
Vocational Directors/Administrators	14%	47%	32%	4%	5%	B-
Planning Grant Directors	24%	53%	18%	6%	0%	B
Department Chair	4%	20%	40%	20%	16%	C
State Staff	40%	40%	20%	0%	0%	B+
Teacher Educators	33%	17%	22%	28%	0%	B-
Other	34%	32%	16%	16%	3%	B

The result was an overall grade average of B-. Teachers and department chairs graded the efforts C+ and C respectively. Grades given reflect consistency of perceptions for the two questionnaire items.

EVIDENT IMPACT: More efficient use of financial and human resources.

Questionnaire items did not directly address the efficient use of financial and human resources. Indirectly, the investment being made in the use of human resources, particularly instructional staff, was assessed by six of the items. Activities designed to improve the efficient use of financial resources were assessed indirectly through five of the items.

In addition, space was provided for "other comments." Six of the 20 "other comments" given were related to efficient use of human and financial resources.

Human Resources

The open-ended response question generated several responses depicting perceptions of the efficient use of human resources. Some received A grades, some received F's.

GRADE A		GRADE F	
40%	Increased interest and attention to vocational education; bringing people together; teacher involvement	16%	Administrative and operational process
32%	Management of the system; operational aspects; good setting	15%	Communication
		10%	Teacher involvement and informed teachers
		10%	Efficient use of time
		9%	Support, attitude, commitment
		9%	Paperwork
		4%	Leadership
		3%	Reduction in teaching positions
		3%	Accuracy of information

One additional comment was provided which was critical of the efficient use of human resources. The comment was concerned with decision-making that did not incorporate input from program advisors. Another commenter suggested focusing human efforts on public relations.

Financial Resources

Responses to the open-ended response question depicting the perceptions of participants concerning the efficient use of financial resources are given below.

	GRADE A		GRADE F
7%	Funds for equipment	40%	Funding, efficient use of funds
		5%	Equipment

Additional comments included five statements critical of the efficient use of financial resources. The central theme being that the EFE and RDS is too costly because of administrative expenses and that the funds would be better spent on activities which directly serve students.

EVIDENT IMPACT: Outdated programs dropped or revised.

RELATED QUESTIONNAIRE ITEMS: Grade the quality of each of the changes made, or anticipated, (resulting from the Education for Employment Policy) as it relates to or impacts the programs you teach. (Administrators: respond as a composite for programs you administer.)

- Use of employer verified task list for curriculum revision . . . . . Grade Received B-
- Use of current instructional methods and materials . . . . . Grade Received B-

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Program Revision

The questionnaire did not assess the extent to which outdated programs have been dropped, but it did assess activities which focus on revision of outdated programs. Both items received an overall grade of B-. The "use of employer verified task list for curriculum revision" ranked fourth in the overall list of items. "Use of current instructional methods and materials" ranked sixth.

Task Lists

Planning grant directors graded the task list use as an A-; department chairs graded it a C+; and all other groups graded the two items in the B range.

Updating Instruction

The grade given to the regions for their efforts to inform about the task list verification process was a B-. For assistance in using current instructional materials and methods, grades given the regions bordered between a B- and C+.

Other items related to updating or revising programs, such as teacher/instructor in-service, work experience, awareness of technological and labor market needs, and overall program

improvement received grades in the B range. Involvement of the private sector, and use of current equipment were graded C+.

The only topic listed to the open-ended response question addressing "dropping or revising outdated programs" was concerned with the reduction of teaching positions. Three percent of the responses graded this reduction as an F. Whether the reduction was a result of dropping outdated programs or consolidating small programs is not known.

SOURCE OF EFFORTS TO ASSIST

Four questions on the questionnaire asked participants to "grade the efforts to inform teachers/instructors about the regional delivery system procedures."

Program Advisors and IVA

The teacher/instructors graded their "program advisors (or lead instructors)" and the Illinois Vocational Association (IVA) the highest for their efforts. Both groups received a B- average of teacher/instructor grading.

Program advisors and the IVA also received high marks from other groups participating in the study. All grades given by groups were in the B range, except for one C+ given to program advisors by department chairs and a C+ given to IVA by the planning grant directors. Overall the program advisors were graded B, the IVA received a B- average.

Question: GRADE the "efforts of your region's program advisor (or lead instructors) to inform teachers/instructors" about the Education for Employment regional delivery system procedures.

Program Advisors

	A	B	C	D	F	Average Grade
	[Percentages Given]					
Teachers/Instructors	23%	29%	25%	11%	11%	B-
Vocational Directors/Administrators	25%	29%	35%	11%	0%	B
Planning Grant Directors	25%	63%	12%	0%	0%	B+
Department Chair	8%	27%	19%	15%	12%	C+
State Staff	33%	50%	17%	0%	0%	B+
Teacher Educators	25%	19%	57%	0%	0%	B
Other	20%	31%	29%	17%	3%	B-

Question: GRADE the "efforts of the IVA (or one of the affiliates) to inform teachers/instructors" about the Education for Employment regional delivery system procedures.

IVA

	A	B	C	D	F	Average Grade
	[Percentages Given]					
Teachers/Instructors	23%	25%	40%	10%	3%	B-
Vocational Directors/Administrators	15%	37%	32%	9%	4%	B-
Planning Grant Directors	6%	29%	59%	0%	6%	C+
Department Chair	8%	35%	50%	8%	0%	B-
State Staff	11%	44%	44%	0%	0%	B
Teacher Educators	17%	33%	28%	22%	0%	B-
Other	9%	30%	44%	16%	0%	B-

Administrative Personnel

Assistance from "administrative personnel in the region" to inform teachers/instructors about EFE regional delivery systems procedures were graded higher by the administrators themselves than by the teachers/instructors, departmental chair, and teacher educators. The teachers/instructors graded the administrative efforts C+ slightly lower than the B- they gave program advisors and the IVA for their efforts.

The planning grant directors graded administrative personnel in their regions as B+ for their efforts. (Note: grading was of administrative personnel in the region, not necessarily regional level administrators or planning grant directors.)

Question: GRADE the "efforts of administrative personnel in your region to inform teachers/instructors" about the Education for Employment regional delivery system procedure.

Administrative Personnel in Region

	A	B	C	D	F	Average Grade
	[Percentages Given]					
Teachers/Instructors	20%	20%	21%	23%	16%	C+
Vocational Directors/Administrators	25%	44%	20%	9%	2%	B
Planning Grant Directors	25%	63%	12%	0%	0%	B+
Department Chair	8%	23%	38%	19%	12%	C
State Staff	29%	29%	14%	29%	0%	B-
Teacher Educators	16%	21%	32%	21%	11%	C+
Other	16%	33%	33%	18%	0%	B-

State Board Staff

Efforts of the State Board staff to inform teachers/instructors of EFE regional delivery system procedures also received a B- grade average. Teachers/instructors and department chair graded them slightly lower, a C+. State board staff graded themselves B+ with all remaining groups assigning a B- grade.

In the open-response question, 1% of the participants listed state staff support as an item to receive an A. Fourteen percent listed the state board and staff as an item to which they would assign an F grade.

State Board Staff

Question: GRADE the "efforts of the State Board staff to inform teachers/instructors" about the Education for Employment regional delivery system procedures.

	A	B	C	D	F	Average Grade
	[Percentages Given]					
Teachers/Instructors	17%	25%	36%	17%	5%	C+
Vocational Directors/Administrators	17%	33%	30%	17%	4%	B-
Planning Grant Directors	18%	29%	41%	12%	0%	B-
Department Chair	7%	22%	52%	11%	7%	C+
State Staff	60%	20%	10%	10%	0%	B+
Teacher Educators	28%	22%	33%	17%	0%	B-
Other	21%	19%	39%	19%	3%	B-

"A" RESULTS AND "F" RESULTS

Open-Ended Responses

Participants were asked two open-ended questions. The first was to list two results of the Education for Employment regional delivery system that they would grade as A, (i.e. the "best" results). The second was to list two results they would grade as F, (i.e. the "worst" results).

A total of 269 A's were given. The number of F's totaled 312. Forty-six percent of the responses were A, fifty-four percent were F's.

Of the 311 questionnaires returned, 55% or 170 individuals responded to the question asking them to list "A" results. There were 162 individuals or 52% who responded to the question asking for "F" results.

Responses to the two questions were categorized and tabulated. The two lists below provide listings of the categories (in order from most to least items) for the A grades and the F grades.

GRADE A		GRADE F	
% of Individuals	Category	% of Individuals	Category
40%	Increased interest and attention to vocational education bringing people together, teacher involvement	40%	Funding, efficient use of funds
		16%	Administration and operational process
39%	Curriculum/task list verification process	15%	Communication
		14%	State board and staff

32%	Management of the system, operational aspects; goal setting
32%	QAP/Teacher In-service
23%	Articulation, secondary and postsecondary
7%	Funds for equipment
7%	Meeting student needs; success for special populations
6%	Private sector involvement
5%	Labor market information/ availability and use
5%	Increased access; program expansion
3%	Counseling services
1%	State staff support
7%	Program evaluation

12%	Planning process
10%	Teacher involvement, informed teachers
10%	Efficient use of time
9%	Support, attitude and commitment
9%	Paperwork
8%	Task list, curriculum
8%	Coordination and cooperation among schools and regions
6%	EFE goals, concept
5%	Program loss, program expansion
5%	Balance of local and state control
5%	Equipment
4%	Leadership
4%	Student services for target populations
3%	Teacher in-service
3%	Reduction in teacher positions
3%	Articulation
3%	Accuracy of information
3%	Program outcomes
3%	Private sector involvement
2%	Turf
1%	Labor market information

APPENDIX

SAMPLE STATEMENTS

The following are examples of items respondents listed (verbatim) when asked what results of the EFE regional system they would grade as A and what results they would grade as F.

Question: List two results of the Education for Employment regional delivery system that you would GRADE as A.

VOCATIONAL DIRECTORS

- Getting to know other teachers, administration
- Articulation between secondary schools along with the community college
- Greater contact with workers on the job
- Re-evaluation of program offerings
- Renewed interests in teaching vocational students
- Curriculum sharing information among participating schools
- Bringing together schools and industry to verify task lists and share information
- Joint planning
- Broadened program activities

PLANNING GRANT DIRECTORS

- QAP to get teachers to professional meetings
- Knowledge of what other districts are offering
- Getting teachers involved.
- Awareness of what is going on in other schools
- Teachers working together to update program
- State now can work through one person in our system area
- Better opportunities for students of small schools
- Administrators meeting and working together
- Teachers meeting and working together
- Brought about cooperation of guidance counselors thru S.S.C.
- Improvement of instruction

Question: List two results of the Education for Employment regional delivery system that you would GRADE as F.

VOCATIONAL DIRECTORS

- Planning - lack of long term from ISBE
- Amount of money spent on development of delivery system - This money taken away from student programs
- Timely manner of financial support decisions
- Equipment for programs
- Requirement for orientation level courses in all program areas
- ISBE not far enough ahead of what we are required to do. Frequent changes in direction
- Nobody knows what is going on! Including the State
- Time away from students for teachers to plan and implement programs
- Paperwork
- Dissemination of materials from State is cumbersome and inefficient. Regions do not have adequate budgets and resources to take on this task.
- Getting the schools to work together
- Closing of state-of-the-art programs
- Duplication of effort of task list verification by Areas in Cook County

PLANNING GRANT DIRECTORS

- "Political" time of EFE - lack of $ - Gov.
- Ed. support - Question on role of voc. ed at h.s. level. Now course requirements - some administrators see EFE as a way to provide applied AVCs staff to direct resources to "Academic" areas in response to USDE/ISBE pressure
- Lack of uniform transferability college to college
- Existing programs are not adequate, recognized and supported
- Information inconsistency
- Lack of concrete direction from State Board
- Local commitment
- Increase in paperwork
- Too much demand for time of teachers who have to teach full time daily
- No more money for equipment - said would be!

GRADE A

ADMINISTRATORS

- Curriculum models
- Gets teachers of same discipline together
- Enhance secondary/postsecondary articulation
- Advisory Council
- Districts are talking with each other
- Voc. ed. awareness
- Student services committee strong and working
- Greater coop between local schools
- Upgrading of instructors - In-service
- Communication among teachers and administrators in the region
- Visibility increase of voc ed on administration level
- Communications
- Concurrent high school and community college course in electronics
- More awareness of poor programs by secondary schools
- Providing special needs coordinators
- Causes staff from adjacent schools to work together
- Increased communication

DEPARTMENT CHAIR

- Articulation with high school and junior college
- Graduation requirements for math, etc. in vocational classroom
- Standardization of curriculum
- Improved faculty relations, articulation
- Regional Personnel informing lead teachers/vocational directors
- Task verification and implementation
- Working with the private sector
- Cooperation between depts. of business in our region's high schools
- Good look at our curriculum for relevance

TEACHER EDUCATOR

- Forces on update of curriculum
- Generation of employment data
- Improved articulation between schools
- Provided a framework for program improvement

GRADE F

ADMINISTRATORS

- Changes after decision was made
- Generation of paper work
- Still too much control by individual high school supts. for funds in other building
- Motivating voc. ed instructors to participate in regional concept
- Like districts become regions (poor with poor - rich with rich)
- Focus on secondary level when job require increased education
- Getting teacher involved
- Sharing course and program information
- AVC funding problems
- Paperwork, paperwork, paperwork
- State staff timeliness with information
- Staff enthusiasm for change
- Equipment identification/purchase
- Turf protection hasn't lessened
- Up front planning prior to implementation

DEPARTMENT CHAIR

- Glorify the area vocational center to the detriment of the local program
- High schools have very little involvement with private sector
- Lack of trust and commitment to the concepts of education for employment which would work only with staff input and involvement
- Development of student travel for specialization
- Much <u>too much</u> time commitment from secondary teachers (after school)
- Hard to see where all this is heading
- Behind in all phases of development
- Planning programs with other schools
- Use of employer verified task list
- Teachers who will not get involved
- Individual districts within the region working together to save programs
- Cooperation of school administrators
- Fewer students are involved in "<u>quality</u>" voc. ed.
- Lack of direction given to staff members
- Involving private sector - labor unions
- Local teacher awareness below dept. chair level

TEACHER EDUCATOR

- Cannot believe computer technology is not implemented for task analysis!!!
- Unclear whether adequate funding will be available for program implementation
- Involving teacher education institutions
- Dissemination of information
- Inform university personnel
- Terrible waste of State funds!

GRADE A

STATE STAFF

- Communication among all teachers and districts
- Recognition of the need for vocational education
- Sharing resources, facilities and staff
- Vocational education is on the agenda
- Potential for improved programs

OTHERS

- Integrating occupational information into curriculum
- Teachers are more conscious of their responsibilities
- Conversation among schools
- Networking
- Increased attention to the needs of at-risk youth
- Increased awareness of the community to the needs of this population
- Administration working together as a region - not independently
- Secondary and postsecondary schools working to extend programs to benefit students
- Revitalization of programs through task list verification and analysis
- The ability to hire special needs coordinators - make them effective
- Increased awareness of labor market needs
- Increase in sharing of programs
- My personal knowledge
- Awareness of articulation needed in the h.s./business/postsecondary

TEACHERS/INSTRUCTORS

- Special needs efforts
- QAP - money for teachers to attend prof. conf.
- Updating present programs
- Goals being strived for!
- Increased QAP and VIP accessibility
- Review of incumbent worker tasks
- Updating of curriculum
- Greater involvement with employers
- Motivational and directional input
- Teachers are kept informed
- Teacher input welcomed
- Opportunities to work with other teachers
- Some disequilibrium to make teachers get their heads up to either get mad or interested to listen
- Brings educators together to strategize or to at least determine whether we are doing things in a good or old way
- Teachers and counselors being able to meet on a scale larger than inside their own district
- A coordinated effort to provide needed services to special needs vocational students
- Coordination of courses so students don't have to retake same information

GRADE F

STATE STAFF

- Where's the funding that's needed to support this?
- Negative attitudes - suspicion
- Marketing
- Eliminating opportunities for students to participate in youth group
- A lack of commitment by some administrators

OTHERS

- Volumes of paperwork
- The whole concept- too much of a political bureaucracy
- Sharing programs/courses, time not available for true sharing
- Lack of communication to create a long term vision of voc ed in IL
- Leadership efforts of ISBE have been reactionary at times due to lack of long-term vision
- Follow-up or placement of students
- Using local industry for vocational sites
- Why would they think regionalization would work? Money should be spent for transportation, equipment and benefit of students rather than the regional delivery system
- No one knows how to utilize the special needs coord.
- Too much emphasis on 11-12th grade classes and not enough on the orientation that is essential before skill level
- Area vocational center is closing
- It's attempts to deal with reality

TEACHERS/INSTRUCTORS

- Time commitment for program advisors and cadre members
- Loss of funding and loss of local control
- Reduction of teaching positions
- Limited understanding by the faculty
- Coordination of all region's efforts by State office
- Administration of program, therefore causing lack of support
- Paperwork
- Articulation with postsecondary schools
- Tremendous expenditure of funds with very little reaching the local level
- Has eliminated money for many programs.
- Monies used for salaries of administrative personnel in each region would, if spent direct to local secondary schools for student instruction would be a vast improvement
- No input by classroom teachers - all direction made by administrators based on $ not on instruction of students
- Keeping schools up-to-date on things happening
- Lack of continuity between regions
- Tons of paper work
- Lot of time spent studying things that don't seem to change anything much.

TEACHERS/INSTRUCTORS (cont'd)

- Labor Market verification
- State Board of Education providing time, money for Education for Employment
- Articulation with community college
- Having a regional director
- The work of our director
- Expanded drawing area for students in rural communities for a particular subject
- The efforts of our region's program advisor and our regional delivery director with the method they present the information and are keeping our region up to date
- It makes teachers analyze and revise curriculum, methods and equipment
- Communication among regional schools is helpful
- More idea exchanges between educators
- Teachers trying to work together to improve programs

TEACHERS/INSTRUCTORS (cont'd)

- State's lack of monetary commitment to improve programs
- Small schools will be unable to have programs if some consideration is not given to helping combine courses
- No attention to school boards - they control the money
- Use money on programs rather than studying them
- Communication from administration personnel
- The paper work which is not appropriate
- The meetings to train program advisors have been bad and changed after our sessions
- Method of comprising task lists
- There is not time for "traveling"
- Money has not been fairly distributed
- No leadership, therefore not supported by administration
- Too much state control, inequitable situations throughout state
- Getting equipment is getting impossible
- Local school administrators and counselors know very little about how to set up class offerings
- Counselors making no attempt to understand course contents
- Worry, not knowing what programs my school or I will be teaching (No one seems to know)
- Use of employer verified task lists
- Excessive number of meetings
- Cooperation with other schools in region having programs with other schools in region
- Support of vocational ed from the local administrators
- Re-doing 10 years of teacher/AVC efforts
- 3 regional directors in 3 years - A Problem
- The Universities lack of updating to reflect Education for Employment
- Unfortunately we, by omission of specific guidelines, once again, have allowed CADs to prevail and for local politics and turf take over. One day Illinois will get the fortitude to say no. Things need to be done

OTHER COMMENTS

Space was provided for additional comments. The following were received.

TEACHERS

- I hope it works
- Paperwork is prohibitive!
- A great deal of money has been spent to set up another administrative structure and basically none used to benefit a student in the classroom
- Very costly program! Some costs could be transferred to better uses, i.e., in-service or course work rather than luncheons and dinners
- The state advisors have changed direction in "mid-stream" often - we need definite direction.

DEPARTMENT CHAIRS

- The administration cost were too much and the state was not prepared well enough
- Legislators needed to promote voc. ed. Need required electives
- The attitude of the State Board of Ed is due for a change. Kids need voc. ed.
- The system does not work in the large suburban areas where facilities are more than adequate in individual districts. Thank you for listening!
- Need more cooperation with IL State Board
- Is not working in our region, unless the whole reason was to guarantee that the area center did not close

GRADE A

TEACHERS (cont'd)

- The colleges are pushing for more and more requirements. This program is pushing in the opposite direction with time for travel, etc. Therefore, we seem to be pigeon holing voc. students as non-college bound and many voc. students do aspire to college. Many not immediately, but some after some years of employment.
- The region is making decisions without the input of the program advisors. When program advisors try to help - the decision has already been made. By whom?
- I quit because our school (and region) doesn't have its act together yet.

TEACHER EDUCATORS

- We feel that our schools will lose some local control as to what we teach and how long to teach certain units.
- The AVC's already provided regionalization - with a lot less money spent on organization!

GRADE F

VOCATIONAL DIRECTORS

- EFE is a good idea, getting it to work is going to be extremely difficult
- If current requirements for orientation level courses are enforced, many fine prep courses will be eliminated. ISBE also needs to recognize that orientation courses other than the "Illinois Plan" can be effective

OTHERS

- What we are doing is better, we really don't need the bother!
- We need to spend as much time on "P.R." efforts as we do on program development or we won't have the money or support to provide the program.

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